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AUTHOR Torney-Purta, Judith
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ABSTRACT

This paper begins with the premise that international and cross-cultural resources belong in courses in psychological foundations of education as much as in other courses in the teacher education curriculum. Strategies for progress toward the long-term goal of an internationalized teacher education curriculum that begins with campus-wide initiatives and policy-making are considered. In addition to campus-wide programs, several strategies are suggested which small groups of faculty who teach psychological foundations courses can initiate. Finally, activities which individual faculty can use in psychological foundations courses to internationalize them even with limited support from the campus or from other faculty are discussed. (JD)

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COURSES IN THE PSYCHOLOGICAL FOUNDATIONS OF EDUCATION: STRATEGIES FOR ENHANCING THE INTERNATIONAL DIMENSIONS OF TEACHER EDUCATION

Judith Torney-Purta

Professor of Human Development

University of Maryland

College Park, MD 20742

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Current Status:

The psychological foundations of education are covered under a number of different course titles and using a variety of approaches to content. In some teacher preparation programs, child and adolescent development and educational or instructional psychology are taught in separate courses. In others, the two areas are combined in a single course, but the stress on one or the other varies greatly by instructor. In still others, field work in the school is the central core of the course; the study of human development and educational psychology takes places as it is related to what the student is observing.

Although some of the recently published texts in educational psychology are 700 to 800 pages long and cover a great deal of exciting and recent research in psychology, their cross-cultural emphasis is usually limited to a few references to anthropological sources. Authors of a special section in the September 1984 American Psychologist reported that there was little international material in undergraduate psychology courses in general. Educational psychology texts are thus not very different from other texts in psychology in failing to emphasis how developmental and learning principles may be influenced by the cultural context. In fact, since educational psychology courses emphasize training to apply psychological principles in U.S. schools, many believe that the national context is quite sufficient. Others, including those

who have designed this AACTE project, argue that the educational scene for which students are being prepared is increasingly international and that teachers need better preparation for understanding the global perspective than their current training provides. This paper begins from the premise that international and cross-cultural resources belong in courses in psychological foundations of education as much as in other courses in the teacher education curriculum. There are a variety of reasons that international dimensions are appropriate for such courses. The most important is that using infusion strategies for such resources can deepen and enrich the study of many topics already included in the curriculum.

What Could (Should) Be:

An enhanced international perspective in courses in the psychological foundations of education can initiate progress toward a number of goals:

First, cross-cultural resources can help the student understand how social and cultural factors influence behavior and psychological development, factors which may be difficult to recognize from abstract discussions or when the student is limited to personal experience in one culture. Many of the problems young teachers have in relating theory and research to practice appear to come from their lack of experience in understanding how situational factors

and cultural differences influence the applicability of textbook principles of behavior and learning. Some examples of the influence of culture can be drawn from domestic cultural sub-groups; greater depth of understanding will come from taking a global perspective on cultural diversity and its impact on development and learning.

Second, discussions of cross-cultural resources can help a pre-service teacher to examine his or her own stereotypes and ethnocentric biases. In particular, experience with cross-cultural dimensions of developmental and educational psychology has the potential to make pre-service teachers more sensitive when dealing with students and parents from other countries or cultural groups. This is especially true if some of the classroom activities and assignments deal with the psychological dimensions of cultures from which large numbers of immigrants have recently come and if students can discuss feelings about individuals from other cultures in small groups with instructor guidance.

Third, use of international and cross-cultural resources can also inform a student about possible solutions to educational problems in their own society by examining how other countries have attempted to solve these problems, for example the teaching of migrant workers' children in Western Europe, providing literacy training for adults in Africa, or increasing motivation to achieve in Germany. These issues are sometimes included in comparative education courses, but the stress is often on details of educational structure particular to a given country. Discussing them in a psychological foundations

course makes it easier to stress successful practices in other countries as possible models for one's own setting.

Fourth, use of cross-cultural materials often provides a unique opportunity for students to take several perspectives or points of view on a problem and to explore issues such as human rights and global poverty which have important value dimensions. If a goal is to get students actively involved in the learning process by making and justifying decisions, discussions on topics such as the right to an appropriate education, the influence of malnutrition on learning capacity, or the role of stereotypic beliefs in shaping behavior can be very useful.

The goals set out above are not especially visionary nor would they require a complete reorganization of course syllabi. They would, of course be more successfully achieved if instruction in psychological foundations with some attention to international and cross-cultural dimensions were part of a package of courses. all of which had international dimensions.

In the three sections to follow a number of concrete suggestions will be made any one of which would provide some additional international perspective for courses in psychological foundations. Some of the strategies would require initiative and support at the campus level. However, the majority are strategies for individuals or small groups of faculty to take in infusing more international material into existing courses, keeping in mind an appropriate balance between anchoring

instruction in experience familiar to students and integrating cross-cultural examples.

Strategies which Require Support at the Campus Level:

Some strategies for progress toward the long-term goal of an internationalized teacher education curriculum must begin with campus-wide initiatives. Special funds set aside to bring psychologists from other countries or psychologists who do cross-cultural research to campus for lecture series and seminars with education faculty are an obvious example. Funds to provide for library subscriptions to journals published in other countries (e.g., European Journal of Social Psychology, Cambridge Journal of Education) are another. Resources for the library such as the forthcoming International Encyclopedia of Education and the recently published three-volume Handbook of Intercultural Training are essential (preferably with copies available in libraries readily available to education faculty and students).

Campus-wide policy to provide a half-year sabbatical for any faculty member in education who obtains a Fulbright teaching award abroad would encourage more individuals to take advantage of these expanding exchange opportunities (some of which are not filled because no qualified faculty members apply). Finally, colleges and universities can develop close relationships with their counterparts in other countries. Canadian

universities, many of which have very strong faculty in educational psychology, are one possibility. Students who live near the Canadian border may even be able to engage in exchange visits. Computer bulletin boards are a mode for communication across longer distances. These are all activities contributing to the internationalization of teacher education which could be initiated by small groups of faculty but would probably require support from the campus level.

Even the strategies which begin with action on the part of one instructor will be more successful in the long-term if college or university policy encourages these activities by recognizing their importance when making decisions about promotion and tenure or merit pay.

Strategies for Small Groups of Faculty:

In addition to campus-wide programs, there are several strategies which small groups of faculty who teach psychological foundations courses can initiate.

First, contact between education faculty members and faculty who teach courses in anthropology and in cross-cultural psychology can be very productive. Work in educational anthropology has rapidly expanded recently, and much of it is closely connected to topics covered in psychological foundations courses, such as non-verbal communication and classroom authority structure (see, for example, the Anthropology and

Education Quarterly as well as Trueba, Guthrie, & Au, 1981). Undergraduate courses in cross-cultural psychology are taught in an increasing number of departments; in particular, techniques used in training counselors to deal with clients who come from different cultural backgrounds may have considerable applicability in training teachers to deal with students from different cultural backgrounds (Torney-Purta, 1985). Albert (1983) has used the device of the Cultural Assimilator, which was originally developed to train individuals planning to work in other cultures to make more accurate attributions about the meaning of behaviors in those cultures. She has developed a Cultural Assimilator for North American teachers to help them understand a number of problem situations Hispanics face in the classroom (e.g., a girl who does not understand an assignment but does not ask the teacher to explain). Four possible attributions are listed for this child's behavior and one is to be chosen. Each attribution is followed by an explanation of why it is or is not correct in that situation. This is only one of a number of modifications of intercultural training techniques which could be used in courses in psychological foundations.

Second, small groups of faculty who teach psychological foundations courses can organize a simulation exercises to involve more than one class group for a period of one to three hours. The simulation Bafa Bafa is probably the most widely known game which gives students the experience of being a member of a culture based on different value assumptions, resulting in problems of intercultural communication and even culture shock (Shirts, 1979). In all such simulations it is

essential to allow time for a discussion with the students after the exercise has been completed to discuss the perceptions which they had and to avoid distortions. The experience of Bafa Bafa can be discussed as it illustrates psychological concepts such as in-group/out-group membership, socialization, and competitive motivation. Other simulations on intercultural topics for which packaged materials are available are reviewed in the periodical Simulations and Games. These simulations can also be played by single classes.

Third, an instructor or small group of instructors can develop their own role playing exercise to highlight particular educational or developmental psychological content for more advanced students. One possibility is to create a simulated international meeting about education. The first step is to find a collection of papers or chapters all related to some aspect of the psychological foundations of education. It is usually preferable if these are reviews of research rather than reports of single studies. The second step is to divide one or more classes into teams representing the countries from which the authors of these papers come (about four students per team). Each team is assigned the chapter or article written by a psychologist from that country, and each team chooses one of its members to play the role of the author as if he or she was in attendance at an international meeting to present the paper. The task for the student presenter is to abstract the paper or chapter so that it can be given orally in 10 to 15 minutes. At the beginning of the class session each individual is introduced as if he or she were the international psychologist, and each in turn presents the

papers. Following the presentations, there is a discussion. When using papers from developing countries questions, such as the following are appropriate: Is it ethical in a poor country, to do research on the effect of nutritional supplements giving the supplements to some children and not giving them to a control group? What are the ethical implications of providing schooling in rural areas which may create modern values in students and alienate them from traditional family culture? As in all role-playing exercises it is important to allow time to discuss the experience with the students and to try to get them to consider alternative points of view.

This technique has been used successfully by the author with papers presented by child development specialists from Morocco, India, Indonesia, Mexico, Nigeria and the United States at a conference sponsored by UNESCO and the Hogg Foundation held at the University of Texas in 1979. Collections of chapters which could be used for this purpose include Goldstein & Segall's collection (1983), which includes chapters on aggressive behavior by researchers in developing as well as developed countries. In addition to a book such as this, any faculty member who attends an international meeting can be a source for papers for role playing an international meeting.

A <u>fourth</u> project which can be organized either by individuals or small groups of faculty in psychological foundations of education involves participation in a group survey research project regarding attitudes in the community toward new immigrants (especially recent arrivals from Asia and Latin America). This is probably best approached

as part of a unit on the problems of migrants. This might begin by students' reading fictional or autobiographical material about individuals from these groups. Matthews' 1982 book, Culture clash., is a reconstructed diary of an American family that served as sponsors to a Vietnamese immigrant family. Hijuelos' 1984 book, Our house in the last world and Rivera's 1983 Family installments describe the experiences of a Cuban family and a Puerto Rican family (respectively) who immigrate to New York. These fictional and autobiographical works can provide useful material to help students better visualize the experience and problems faced by new migrants such as those they will see as students in their classrooms. Students can be encouraged to discuss their own stereotypes about these groups in the context of these readings.

Following this discussion, one or more classes can design and conduct an attitude survey or interview to be administered to adults in the community or to other students. Questions could be addressed to issues such as stereotypes of new migrant groups, beliefs regarding the responsibilities of the schools for educating these students in their own language and culture, and ways of relating to immigrant parents. Such a project could simultaneously give training in skills of survey design and expose students to community opinion regarding new migrant groups and their educational problems. If there are large numbers of new migrants in the local schools, educators could be invited as guest speakers on problems and how teachers are being trained to work with these groups.

Strategies for Individual Faculty Members:

There are many activities which individual faculty can use in psychological foundations courses to internationalize them even with limited support from the campus or from other faculty. These activities should, of course, be carefully integrated into the topics of the psychological foundations curriculum.

First, a supplemental text which includes cross-cultural materials can be assigned and discussed. It would be ideal if there were a book of readings describing research and practice in other countries which could be keyed to widely used texts in educational psychology. Such a book does not currently exist.[1] However, Wagner & Stevenson (1982) have edited a paperback which could serve admirably as a supplement to the developmental sections of a psychological foundations courses. It consists of 20 chapters of 20-30 pages each primarily by North American psychologists and provides material for judging the universality of developmental processes as well as giving an international context for assessing the influence of culture on development. Most of the chapters include detail about research in more than one non-Western culture (Latin American and African countries being especially well represented). The book is not a dry recitation of methods and findings of cross-cultural research. It transmits a sense of excitement by including several challenges to previous research (especially Jahoda and McGurk's chapter

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1. AACTE might consider ways of interesting publishers in such a book.

on the perception of depth in two-dimensional pictures). The chapter by Ciborowski and Price-Williams on animistic cognitions provides some examples of interviews which could be replicated by undergraduate students with children in their own communities. The chapters on informal and formal education and their influence on cognitive development (by Greenfield and Lave and by Stevenson, respectively) not only summarize important recent cross-cultural research but also provide a starting point for students to consider how informal and formal education serve separate and complementary functions in their own society and other societies at various levels of development. The Pope chapter raises the issue of the universality of Kohlberg's stages of moral development and could also be used to discuss problems with the notion that a higher stage of moral development is necessarily better. There are also excellent chapters on infancy, cognition, nutrition, Piagetian approaches, and personality development.

Second, in topic areas where there are substantial cross-cultural studies available, students can be assigned individual short papers which can also be presented in a discussion or debate format. Piaget's theory is a topic area included in most psychological foundations courses about which substantial cross-cultural material exists. The following sub-topics are suggested for students to use in summarizing this research with regard to the issue of universality of that theory and the influence of eco-cultural demands on development:

1) research on conservation; 2) research on kinship concepts; 3) research on concrete operational functioning in adults; 4) research

on formal operations; 5) research on the role of schooling in cognitive developmental in the Piagetian model and on cognitive development more generally; 6) training studies conducted in other countries.

Basic information on all of these topics is available in resources such as Dasen (1977); Dasen (1982); Dasen & Heron (1980), Greenfield (1976); and Rogoff (1980). Students should be encouraged, however, to consult abstracts and journals for recent original research reports. There is also considerable recent cross-cultural work on cognitive development and schooling in the work of Cole & Scribner (1974), Scribner & Cole (1981), and Wagner & Greenfield (1980). The basic question addressed by these authors is how literacy and other cognitive skills differ when they are acquired in a school as compared with their acquisition in a non-formal setting, such as a marketplace or a weaving shop. Discusssion of cognitive development in a cross-national context can help students to avoid placing rigid age boundaries on Piagetian stages and to understand the extent to which environments influence growth in cognitive skills.

A <u>third</u> type of assignment would involve the observation of children's behavior with peers giving attention to cultural influences. Observational assignment are commonly part of psychological foundations classes. Pre-service teachers can be given a brief training in conducting narrative, time-sampled or event-sampled observations and be instructed to find a public setting in which to observe children in leisure-time activity with peers or parents (a video arcade, a swimming pool or beach, a carnival with games of skill, a shopping center, a

playground, a museum). Students should construct a format for observing children which could be used both in the public setting chosen in the U.S. and in another culture. After completing the observation in his or her own community the student is asked to report on that observation and then suggest what would be expected if the observation had been conducted in a different cultural context. It is probably easiest if the behaviors chosen for observation include some which would be expected to differ in another cultural context. For example, if the setting was a competitive game, one might hypothesize that cooperative behavior would be more common in some other cultures. If the setting were one in which adults and children were participating in activities together, one might hypothesize that there would be different kinds of interactions in another country. Some recent descriptive material on childhood in the Soviet Union, Japan or the People's Republic of China could be used in making these comparisons as well as material on topics such as peer relations contained in Sutton-Smith & Roberts (1980) and cooperation/competition in Seymour, (1981).

Fourth, the relationships of parents and adolescent, especially around issues of school performance, is a topic of importance in psychological foundations courses about which considerable cross-cultural information is available. Students preparing to become secondary teachers will be interested in comparing both the students they are observing and their memories of their own adolescence with adolescent experience in other cultural settings. This comparison is especially useful in helping students look at the meaning of parent authority and

peer group influence as they shape behavior and attitudes in school.

Among the resources which are useful for this topic are Kandel & Lesser's (1972) study of 14 to 18 year olds in Denmark and the United States and Tallman, Marotz-Baden & Pindas' (1983) study of 11 to 15 year olds in Mexico and the United States using a simulation regarding life plans which was played by both parents and children. The way in which parents try to motivate adolescents to achieve in school is a topic addressed in both studies. Another source on that subject is Maehr & Nicholls (1980) chapter on cultural differences in achievement motivation among young adults, which focuses attention on the ways in which variations in schooling practice shape achievement motivation. Torney-Purta (1984) addresses the balance between the control over educational processes exerted by parents, educators and students in countries in Western and Eastern Europe and Japan. Topics such as achievement motivation as well as parents' relationships with their children and with educators are well suited to class discussions with individuals who took their primary or secondary education in another country. What were the sources of pressure to succeed which they remember? What did their parents expect of the school and what did the school expect of parents? Do students believe that they will orient their own children to school achievement according to the way they were oriented or according to the way parents behave in the U.S.? A question suitable for the class as a whole is how they expect to deal with parents and their educational control once they become teachers? This is a topic where cross-cultural material can be used raise a series of questions

about issues which arise in the day-to-day lives of teachers.

A fifth topic, appropriate to many psychological foundations courses, is sex differences in behavior and achievement and sex-role stereotypes which influence the treatment of students in school and work. This issue is very appropriate for cross-cultural consideration, especially if one considers research concerning the existence of sex differences in other cultures in parallel with research concerning the existence of sex-role stereotypes. Ember (1981) presents research about the universality of sex differences across cultures; Williams & Best (1982) present data regarding the existence of sex-role stereotypes from university students and children in more than twenty countries. Students can consider questions such as the following using these resources:

> 1) To what extent do stereotypes found in the Williams and Best study match the sex differences described by Ember? 2) What role do schools play in sex-role stereotyping? 3) Since many of the same sex stereotypes appear in other cultures and influence their schooling and occupational patterns, should we be less concerned about sex role stereotypes in schools in the U.S.?

A discussion of questions such as these will usually involve the students in taking a position and actively defending it.

Conclusions:

These suggestions for actions at the campus level, by groups of faculty and by individual instructors do not exhaust the strategies for internationalizing courses in the psychological foundations of education. The more opportunities there are for faculty and administrators to exchange information about the effectiveness of various internationalizing efforts in different settings the more effective these strategies will become. AACTE in its conferences and publications could provide opportunities for such exchange.

The process of internationalizing any teacher training program will be more satisfying, of course, if courses in psychological foundations are part of a college-wide program which includes internationalization of other courses. The process will have a firmer base if students preparing to be teachers are required to take a political science course in international relations along with a world history or world geography course and courses in foreign language. But there are substantial possibilities for infusing cross-cultural, global, and international points of view in psychological foundations of education courses even considered in isolation.

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